

6 month reporting date 8/19/03
 12 month reporting date 3/30/04
 CLOSED 04/01/04

Menno School District Improvement/Progress Report Form

Principle 3 – Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance).</p> <p>State administration rules state that prior notice/parent consent must be acquired for initial evaluation and reevaluation. The Menno steering committee indicated that this was not consistently done. In interviews and file reviews the monitoring team verified this as out of compliance. Prior notice/parent consent was not consistently acquired for evaluations administered to students.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Written parent consent will be acquired for all evaluations administered to students.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>The student's prior notice/consent will contain information regarding the area(s) to be evaluated.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>The special education coordinator will receive copies of all prior notices that have been signed by the parents with consent for evaluation. The prior notice will be sent to the evaluators; after the evaluations are completed and the reports received the special education coordinator will check to make sure the evaluations that permission was granted for were administered.</p> <p>The special education coordinator will review all evaluation/ reevaluation prior notices consent forms for that school year to ensure that the evaluations that permission was granted for by parents were administered. This information will be reported to Office of Special Education (OSE).</p>	<p>May 2003, annually there after</p>	<p>Special education coordinator, special education teachers and service providers</p>	<p>met 8/19/2003</p>	<p>met 3/30/2004</p>
<p>Please explain the data (6 month)</p> <p>Of the 4 students evaluated since February 2003, all the evaluation / reevaluation prior notices were compared to the evaluation reports and it revealed that all of the evaluations that parents granted permission on were administered.</p>				

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Please explain the data (12 month)
 Of the 24 students evaluated since August 19, 2003 all the evaluation/ / reevaluation prior notices were compared to the evaluation reports and it revealed that all of the evaluations that parents granted permission on were administered.

Principle 5- Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

No present level of performance, goals and objectives were identified for counseling service in two student's IEPs.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

For students in need of related service(s) present level of performance, goals and objectives will be identified as part of the student's IEP.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Present level of performance, goals and objectives will be written for all skill areas affected by the student's disability.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
Procedures regarding IEP related services (i.e counseling) will be reviewed with staff. The special education coordinator will review IEPs of students in need of related services to determine that there are present levels of performances, along with goals and objectives written in the student's IEP. This information will be reported to OSE.	May 2003, annually there after	Special education coordinator, special education teachers and service providers	ongoing	MET

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Please explain the data (6 month) All of the students in the Menno District that are in need of related services do have present levels of performances, along with goals and objectives written in the student's IEP.
Please explain the data (12 month) All of the students in the Menno District that are in need of related services do have present levels of performances, along with goals and objectives written in the student's IEP.

Principle 5- Individualized Education Program				
Present levels: Transition services In student IEPs where transition was addressed the IEP did not consistently provide information as to who would be responsible to carry out the activities/goals nor were dates given as to when activities would be initiated or completed. In one of three IEPs for transition aged students reviewed no present level of performance was written, which would provide the students individual performance level for the transition service. In addition an interview with the secondary special education teacher indicated transition services could be improved to meet students' unique needs.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Students will be provided with appropriate transition services that lead to his or her indicated transition outcomes.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The present level of performance page will reflect the students current transition needs, the transition page will include who is responsible along with the initiated and completed dates.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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The Special Education Coordinator will contact Bev Peterson, the state transition representative, to set up a meeting to review how transition services are to be written on the IEP to ensure that appropriate transition services will be provided. Date of meeting and subject areas of discussion will be submitted to OSE.	May 2003	Special education coordinator	8/19/2003 met	3/30/2004 met
Please explain the data (6 month) A meeting was held with Bev Peterson, the state transition representative, on June 5, 2003 at the Menno Public School. She explained how the present levels of performance page was to address transition, and this was to be related to the goals and objectives. She explained the life planning outcomes, transition course of study, transfer of rights, graduation or completion of an approved program. She also reviewed how to address the transition service areas.				
Please explain the data (12 month) The Middle School / High School special education teacher is attending the Transition Workshop in Sioux Falls, on April 1, 2004. The information obtained at the workshop will aid in completing the IEP's for students 13 years and older more accurately.				
The special education coordinator will review 100% of student's IEPs who receive transition services to determine that the student's current transition needs are addressed under present levels of performance. The coordinator will also review the transition page to determine if information has been provided as to who would be responsible to carry out the activities/goals and if dates are given as to when activities would be initiated and / or completed. The Special Education Coordinator will send the data pertaining to transition services to OSE.	May 2003, annually there after	Special Education Coordinator	ongoing	MET
Please explain the data (6 month) Of the IEP's written on students over 13 years of age all of the student's current transition needs were addressed under Present Levels of Performance. Information was provided as to who would be responsible to carry out the activities, goals and dates were given as to when activities would be initiated.				
Please explain the data (12 month) Of the IEP's written on students over 13 years of age, all of the students current transition needs were addressed accurately on the present level of performance page and the transition page.				
The special education coordinator will review the IEPs annually of students 13 years or older to determine that the student's current transition needs are addressed accurately on the present level of performance page and the transition page. The Special Education Coordinator will send the data pertaining to transition services to OSE.	May 2003, annually there after	Special Education Coordinator	ongoing	MET

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Please explain the data (6 month)

Of the IEP's written on students over 13 years of age, all of the students current transition needs were addressed accurately on the present level of performance page and the transition page.

Please explain the data (12 month)

Of the IEP's written on students over 13 years of age, all of the students current transition needs were addressed accurately on the present level of performance page and the transition page.